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ABSTRACT

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preservice and inservice preparation of teachers and other occupational trainers in all occupational areas. This module contains three learning experiences that are designed to give teachers/student teachers skill in planning and applying procedures and policies for the management of student attendance, transfers, and terminations in a cooperative education program, and for serving as a teacher-coordinator for such a program. Each learning experience contains an objective, several activities, information sheets, resource lists, and a self-check with model answers. The final learning experience requires the teacher/student teacher to demonstrate competency in applying the material of the module in an actual teaching situation. (KC)

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ED296137

MODULE
J-2

Manage the Attendance, Transfers, and Terminations of Co-op Students

Second Edition

Module J-2 of Category J—Coordination of Cooperative Education
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

AMERICAN ASSOCIATION
FOR VOCATIONAL
INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center / Athens GA 30602

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD • COLUMBUS, OHIO 43210

FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri–Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri–Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) had been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Sylvia Conine for typesetting; to Marilyn MacMillan for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.

THE NATIONAL CENTER
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- Developing educational programs and products.
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- Installing educational programs and products.
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Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE J-2

Manage the Attendance, Transfers, and Terminations of Co-op Students

Second Edition

Module J-2 of Category J—Coordination of Cooperative Education
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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INTRODUCTION

Within the cooperative vocational education program, situations requiring effective management policies and skills may arise. These include dealing with excessive student absenteeism or the need to transfer a student within a training station, to another training station, or to another school program. The management of such situations is one of your supervisory responsibilities as a teacher-coordinator.

In order to handle such situations when they arise—and to handle them promptly and fairly—you must plan procedures and policies in advance. In planning and applying procedures and policies, you must incorporate state and local school district policies; give consideration to the needs of the students; and attempt to maintain cooperative working relationships among all concerned parties: the school, the student, and the student's employer.

This module is designed to give you skill in planning and applying procedures and policies for the management of student attendance, transfers, and terminations in a co-op program. It will better prepare you to meet these important management responsibilities involved in serving as a teacher-coordinator.

ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as a teacher-coordinator in an actual teaching situation, manage the attendance, transfers, and terminations of co-op students. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 21–22 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, outline policies for managing student attendance, transfers, and terminations (*Learning Experience I*).
2. Given several case situations involving student management problems, identify each problem and possible solutions to each problem (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in establishing guidelines for operating a cooperative vocational education program. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Establish Guidelines for Your Cooperative Vocational Program,* Module J-1

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Required

The state plan for vocational education or a guide to cooperative education for your state that you can review.

Optional

Reference: A Guide for Cooperative Vocational Education. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969. ED 037 564

Reference: Mason, Ralph E., and Haines, Peter G. *Cooperative Occupational Education and Work Experience in the Curriculum.* Third Edition. Danville, IL: The Interstate Printers and Publishers, 1981.

Reference: Uthe, Elaine F.; Litchfield, Carolyn; and McElroy, Jack. *Kentucky Cooperative Vocational Education Coordinator's Handbook.* Lexington, KY: University of Kentucky, Department of Vocational Education, 1979.

Reference: Cooperative Vocational Education Guide for Coordinators and Administrators. Honolulu, HI: University of Hawaii, Community College System, 1978. ED 164 077

Reference: Mitchell, Eugene F. *Cooperative Vocational Education: Principles - Methods - Problems.* New Edition. Boston, MA: Allyn & Bacon, 1977.

Reference: Wanat, John A., and Snell, Margaret A. *Cooperative Vocational Education: A Successful Education Concept. How to Initiate, Conduct and Maintain a Quality Cooperative Vocational Education Program.* Springfield, IL: Charles C. Thomas, 1980.

Actual policies of a local ongoing cooperative vocational education program that you can review.

Learning Experience II

Optional

A group of peers, who are taking or have taken this module, with whom you can discuss the case situations and/or other management problems.

A teacher-coordinator with whom you can discuss the case situations and/or his/her management policies.

Learning Experience III

Required

An actual teaching situation in which, as part of your duties as a teacher-coordinator, you can manage attendance, transfers, and terminations of co-op students.

A resource person to assess your competency in managing attendance, transfers, and terminations of co-op students.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

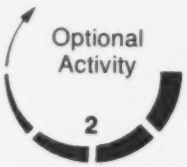
We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of the modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program that were developed as part of a project at Michigan State University is available from AAVIM.

Learning Experience I

OVERVIEW

After completing the required reading, outline policies for managing student attendance, transfers, and terminations.

You will be reading the information sheet, Establishing and Applying Management Policies, pp. 6–9



You may wish to read related material in one or more of the following supplementary references: *A Guide for Cooperative Vocational Education;* Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum;* Uthe et al., *Kentucky Cooperative Vocational Education Coordinator's Handbook; Cooperative Vocational Education Guide for Coordinators and Administrators;* Mitchell, *Cooperative Vocational Education: Principles - Methods - Problems;* and/or Wanat and Snell, *Cooperative Vocational Education: A Successful Education Concept.*

You will be reviewing the policies governing attendance, transfers, and terminations for your state and a district in that state.

You will be outlining policies for managing student attendance, transfers, and terminations.

You will be evaluating your competency in outlining management policies, using the Policy Checklist, p. 11.

You may wish to ask your resource person to assist you in locating policies for an ongoing cooperative vocational education program against which you can compare the policies you have established.

For information concerning the need for and the techniques involved in developing specific policies for managing student (1) absenteeism from the school and from the training station, (2) transfers within and between training stations, and (3) termination from the co-op program, read the following information sheet.

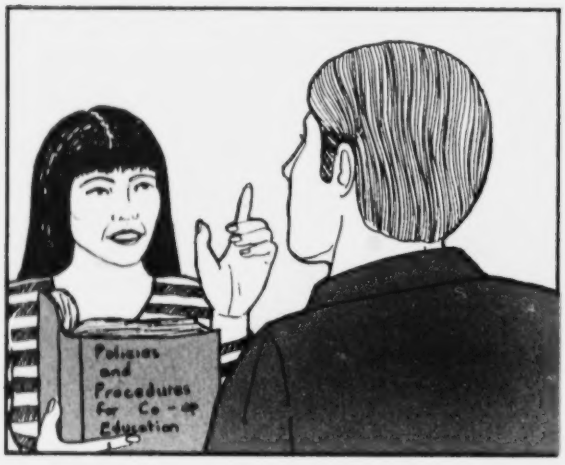
ESTABLISHING AND APPLYING MANAGEMENT POLICIES

Teacher-coordinators in co-op programs usually have very good rapport with their students. The nature of the program—with its high degree of attention to the individual needs of each student—is perhaps largely responsible for such favorable rapport. Because students in co-op programs are usually highly motivated, teacher-coordinators are generally faced with fewer student management problems than are many other instructors.

As a teacher-coordinator you may, however, have to assume management responsibilities relating to student absences, transfers of students within co-op programs and to other school programs, and termination of student on-the-job training when necessary.

Specific policies for handling such management decisions should be developed cooperatively by you and the school or college administration. In addition, further assistance should be provided by the advisory committee.

Established policies have more than one purpose. They help you in dealing with problems when they arise. They also tend to **reduce** the frequency of problems by making students aware of the policies governing students in the co-op program.



Absenteeism

Student absence from the co-op program causes more problems than absence from other classes. Not only does the student miss learning experiences in the classroom and on the job, but absence from the job may cause problems for the employer.

Although the primary purpose of the student's employment is learning, the student is an employee of the firm. Therefore, he or she is counted on by the employer to be on the job and carrying out assigned responsibilities during the scheduled work hours.

Frequent absence will naturally hinder student progress. It may also make it necessary for the cooperating employer to request a replacement for the student or to decide that the firm will no longer serve as a training station. Therefore, policies need to be developed to cover such situations, and these policies need to be communicated to the student, to the student's parents (at the secondary level), and to the cooperating employer.

Problems may also arise when a student enjoys working at the training station but dislikes the in-school classes. Such a student may arrange to miss class on a frequent basis but manage to show up for work at the training station.

To prevent this type of problem, it is quite common practice for secondary schools to adopt the policy that if a student fails to attend school on a particular day, he/she is not allowed to work at the training station without special permission from school officials. (Policies in postsecondary programs vary.)

Whatever general policy is employed by the school or college to regulate student absences, co-op students are subject to these policies also. Special policies are often outlined in the training agreement in such a way that the student knows what is expected, both at school and at the training station.[1] If this is handled properly, there should be very few problems with absenteeism.

1. To gain skill in preparing training agreements, you may wish to refer to Module J-5, *Place Co-op Students on the Job*.

When a student is to be absent from the training station, it should be the student's responsibility to notify the employer and/or on-the-job supervisor at the earliest possible time. This common courtesy should be required of students just as it is required of regular employees. In this way, the employer may be able to make arrangements for someone to fill in for the student if necessary.

Transfers

Student transfers within the training station, from one training station to another, and from the co-op program to other school or college programs must be controlled. Therefore, a written policy on transfers must be available. It should include statements concerning the following:

- When transfers may be made
- Conditions that must exist for a transfer to be considered
- Who is involved in a transfer decision
- Who is responsible for formally requesting the transfer
- Safeguards that have been devised to prevent hasty decisions from being made
- Provisions for alternate experiences

Before developing any procedures on your own, you need to check state and/or local educational guidelines on job transfers and program transfers. Your procedures will have to be consistent with those already established.

The training plan usually outlines the procedure for transferring a student within a training station for the purpose of broadening the training experiences. If you, the student, and the on-the-job instructor agree that the transfer will be beneficial, then an internal transfer should be arranged.

However, there may be times when a student will need to be transferred from one training station to another. For the protection of all persons concerned, a **written** policy should be adopted to cover the various **reasons** for transfer. Possible reasons for transfer might include the following:

- Training station refusal to follow training plan
- Training station forced to terminate employment (e.g., because of cutbacks)
- Personality conflict between student and employer
- Student inability to satisfy employer expectations
- Student allergy or safety hazard at training station

It is sometimes necessary for a student to terminate his/her employment at a time other than at the end of the semester or quarter. When work is interrupted or terminated for any reason, you should try to **relocate** the student in another educationally rewarding situation.

Short-term work interruptions. When the work interruption is for a short period of time, there are several possible options:

- Where there is a school-based laboratory that is closely allied with the student's career objectives, the student can be transferred into that laboratory for the period of unemployment. Prior arrangements must be made with the lab instructor.
- The student can be assigned projects that are related to his/her career objectives or assigned projects related to general education for self-improvement in these subjects. These activities may be carried out under supervision (e.g., study hall supervisor, librarian, instructor) or on an independent study basis.
- The student can be assigned to in-school work activities (e.g., a marketing and distributive education student could work in the school store; a business education student could work in the main office typing reports for faculty and staff).

Long-term work interruption. When the student encounters a work interruption for a long period of time (e.g., a month or more), other considerations may be warranted. Where possible, the student should be assigned to a school-based laboratory on a permanent basis. In order to do so, there must be provision for this situation in the program policy.

In some geographic locations, work interruption is the rule rather than the exception. This is particularly true in jobs involving seasonal employment. You should make prior arrangements to set up a class for students released from work because of seasonal employment.

Possible school-based arrangements include project methods, which allow students to work independently in an area of interest, for which they receive credit. Suggested projects include the following:

- Practice sets in business education
- Related projects in which the student researches and writes a project paper in the area of interest
- Shop projects

Or, you might make arrangements for students to work within the school or college. For example, students could work in the library, cafeteria, visual aids center, or other school or campus office; or they could work with the custodial and maintenance departments.

In some cases, it may be preferable to help students gain additional skills through individualized instruction. This may be accomplished via a programmed text and/or computer-based instruction, for example.

Dismissal from training station. If a student is released from a training station because of lack of skills or poor work behavior, the problem is more complex. Each problem must be evaluated separately, with the solution determined on an individual basis. School or college policy may dictate corrective action for misbehavior (e.g., stealing).

The first step might be to institute an evaluation board that includes members from the administration, faculty, staff, and student body. This type of approach provides maximum flexibility and allows for the best possible solution to the student's problem. The recommendations might be as follows:

- Have the student enroll in a **course** to acquire the needed skills before returning to work. Or, locate an employer who is willing to accept the student and provide the necessary skill training.
- Improve the student's poor work habits by providing **remedial work activities**. There are commercially available texts, references, and other related information on this subject.
- Transfer the student into a **sheltered workshop** program, such as Goodwill Industries, vocational rehabilitation, special education, or other programs designed to improve the employability of the student.
- Set up a **work session** with you, a counselor, and a school psychologist to aid the student in developing a better self-understanding. This may be accomplished through role-playing and group guidance activities, as well as individual sessions to benefit the student.
- Ensure that all in-school activities designed for secondary students are under the **direct supervision** of the faculty.

Variables Determining a Course of Action

There are many variables, other than those relating to the student and employer, with which you must work in determining which course of action is appropriate. Such variables will include the **time of year** the work is interrupted, the **total employment level** of the community, and the general **economic condition** of the area.

There is general agreement that a teacher-coordinator should not be assigned more students than he or she is capable of supervising (15–25). In this way, you will be able to make frequent visits to the training stations. These visits provide you with opportunities to discuss with the students and employer the present situation and ways you may be of help in aiding the student to make further work adjustments in the future.

As a general rule, policy regulating transfer of students from one training station to another should provide for transfer **only** under your direction. Transfer should be for the purpose of providing on-the-job training that more **fully meets the needs of the student**. The key factor to remember is that transfers should be made **only** if the problem cannot be corrected. Ideally, the student will spend the entire training period in one training station.

Terminations

School or college policy regarding termination of cooperative employment should provide safeguards against making spur-of-the-moment decisions to terminate the student's employment. It should provide protection from such decisions, whether on the part of the student or the employer.

The training agreement should make provisions for a "cooling-off" period during which time you should attempt to resolve differences. The goal should always be to ensure that the best interests of the student are seriously considered before final termination is carried out. Generally, in the training agreement, the student and the employer each agree to notify the teacher-coordinator in advance of any termination action being considered.

Most schools and colleges have policies that provide a limited time, at the beginning of the quarter or semester, during which students may withdraw from a program. When considering student requests for termination from the co-op program, you must be aware of policies concerning transfer to other school or college programs. Students should **not** be allowed to terminate employment and withdraw from the related class until these policies are reviewed.

If termination proceedings are, in fact, begun, you are responsible for completing and filing all necessary records and reports relative to the termination and, at the secondary level, for notifying the student's parents.

For further information on attendance, transfer, and termination policies and the management of such policies, you may wish to read sections dealing with these topics in one or more of the following supplementary references:

- *A Guide for Cooperative Vocational Education*
- Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*
- Uthe et al., *Kentucky Cooperative Vocational Education Coordinator's Handbook*
- *Cooperative Vocational Education Guide for Coordinators and Administrators* (which focuses on postsecondary programs)
- Mitchell, *Cooperative Vocational Education: Principles - Methods - Problems*
- Wanat and Snell, *Cooperative Vocational Education: A Successful Education Concept*

Guides such as these present a variety of guidelines, criteria, and planning techniques that have proved successful in the respective cooperative programs.

Review the state plan for vocational education or guide to co-op ed, looking specifically for policies on managing student attendance, transfers, and terminations in a co-op program. You will be asked to refer to these policies again in subsequent learning experiences in this module, so you may wish either to prepare a written summary of these policies or to mark the relevant pages with paper clips or bookmarks.

Outline the policies you would use to manage student attendance, transfers, and terminations if you were a teacher-coordinator for a co-op program in your state.

After you have outlined your policies, use the Policy Checklist, p. 11, to evaluate your work.

POLICY CHECKLIST

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO box to indicate whether each item was performed successfully.

LEVEL OF PERFORMANCE

	Yes	No
1. Policies were developed to cover each of the following management concerns:		
a. student absenteeism	☐	☐
b. transferring a student within a training station	☐	☐
c. terminating placement at one training station and transferring the student to another training station	☐	☐
d. terminating placement at a training station and transferring the student to another school or college program	☐	☐
2. The policies developed regarding absenteeism specified:		
a. what constitutes excusable student absenteeism	☐	☐
b. what constitutes excessive absenteeism	☐	☐
c. what to do when a student attends in-school classes but fails to report to work, or vice versa	☐	☐
d. student responsibilities relative to being absent (e.g., notifying the employer)	☐	☐
3. All policies developed regarding transfers and terminations specified:		
a. when transfers may be made	☐	☐
b. conditions that must exist for a transfer to be considered	☐	☐
c. who should be involved in a transfer decision	☐	☐
d. who is responsible for formally requesting the transfer	☐	☐
e. safeguards devised to prevent hasty decisions from being made	☐	☐
f. alternative experiences to be provided	☐	☐
4. All policies were consistent with existing state policies	☐	☐

Level of Performance: All items must receive YES responses. If any item receives a NO response, review the information sheet, Establishing and Applying Management Policies, pp. 6–9; review state policies governing attendance, transfers, and terminations; revise your policies accordingly; or check with your resource person if necessary.

You may wish to ask your resource person to assist you in locating policies for an ongoing cooperative vocational education program, ideally one in your occupational specialty. By checking your policies against these actual program policies, you may be able to identify areas in your own policies that could be strengthened.

Learning Experience II

OVERVIEW

Given several case situations involving student-management problems, identify each problem and possible solutions to each problem.

You will be reading the Case Situations, pp. 14–15, and providing written solutions to the problems described.

You may wish to meet with a group of peers in a seminar-type situation to discuss the case situations and/or to discuss other management problems that can occur relative to attendance, transfers, and terminations.

You may wish to meet with a teacher-coordinator from your service area to discuss the case situations and/or to discuss his/her policies for managing student attendance, transfers, and terminations.

You will be evaluating your competency in identifying and solving student attendance, transfer, and termination problems by comparing your completed responses with the Model Responses, pp. 17–18.

The following case situations describe four management problems that arose in co-op programs. Assume in each case that you are the teacher-coordinator. Read each of the situations, and then **explain in writing** (1) what the problem is, (2) what seems to be causing the problem, (3) what additional information is needed, if any, and (4) how the situation could be handled or resolved. In situations in which no specific policies are mentioned, refer to the policies listed in the state plan for vocational education for guidance in handling the problem.

CASE SITUATIONS

1. Don Beal's academic work is not outstanding, but is such that he can graduate this year if he puts forth a little effort. The school year has nine more weeks to go. Don's grandfather recently gave him a car for his graduation present, and Don has missed approximately two days of school per week for the last three weeks.

   School and state vocational policy dictate that a student may not work at the training station on days that he/she does not attend school. Yet, Don has not missed a day at the training station all year. You had a talk with Don after his second absence from school, but you have had enough problems lately that you have had no further discussion with him. Don's employer wants to hire him when school is out, but the company has a policy stating that all new employees must have graduated from the program.

2. Chuck Richardsen is a hard-charging co-op student. Chuck's training station is a local clothing store. School is nearing mid-semester. Chuck plans to attend a four-year college to study marketing upon graduation. You received a telephone call this morning and learned that the clothing store, Chuck's training station, will go into receivership next week because of the owner's untimely speculation in the stock market.

3. As part of her co-op experience, Lois Gregory has been placed in the business office of a local retail store as a clerk-stenographer trainee. She has done well there, having developed satisfactory competence in approximately half of the skills identified in her training plan.

   On a regular coordination visit, Lois's on-the-job instructor informs you that Lois has requested that she she be transferred to the sales department. You also learn that Lois has become very close friends with Karen, who works in sales.

4. Annette Rutgers is a pleasant student enrolled in the co-op program. Based on her abilities and interests, she was placed in a local service station as an apprentice mechanic. Unfortunately, Annette's supervisor at the training station is not by nature a stern disciplinarian, and Annette is not self-disciplined. Annette's work has been haphazard and incomplete. Unless she is constantly supervised, she keeps "goofing off."

   Despite numerous conferences between you and the supervisor, you and Annette, and among the three of you, nothing has changed. Annette's supervisor called you this morning to say that if Annette was not terminated, his service station would never be available as a training station again.

If you wish, you may meet with a group of peers who are also taking or have taken this module to discuss each of the case situations. You could analyze the situations working as a group or individually, and then discuss your solutions as a group. You could also use this seminar-type situation to identify other management problems that could occur and to brainstorm for solutions to those problems.

You may wish to arrange through your resource person to meet with an active teacher-coordinator from your service area. This individual could discuss each of the case situations with you and help you evaluate the completeness and soundness of your analyses/solutions. Such a person could also discuss the problems he/she often encounters in the real world and his/her policies for managing such problems.

Compare your written responses to the case situations with the model responses given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL RESPONSES

1. The management problem concerns the fact that Don is attending work but skipping school. This is against school and state policy. A related problem is that Don's absence from school may result in his not being able to graduate. If he doesn't graduate, his present employer cannot hire him. The problem is apparently being partially caused by Don's having a new car, but it is also an attitudinal problem; Don isn't putting the necessary effort into his academic work.

   A problem also seems to exist with your workload. The problem continued for two weeks after your first talk with Don. There should have been a follow-up discussion much sooner—for instance, after the next time Don was absent.

   Some additional information is needed. School and state policies need to be checked to determine what actions can (or must) be taken if the student continues to conduct himself in this manner.

   The situation could be handled by your holding a joint conference with the employer and Don to discuss the consequences of Don's behavior. If you and the employer explain school, state, and company policies and how these policies relate to his situation, he may be motivated to correct his behavior for the remainder of the school year.

   Whether Don stays in the co-op program would depend on whether he is willing to agree to adhere to school and state policies by attending school. It will also depend on whether school and state policies require that he be dropped from the program for refusal to adhere to these policies. Whatever action you take would depend on the specific state and local policies governing your co-op program.

2. The problem is that Chuck is being terminated at his training station for reasons beyond his control; the training station is going into receivership.

   Some additional information is needed. School and state policies need to be checked to determine the policies and procedures for formally terminating Chuck's employment. Chuck's present employer could be consulted for suggestions concerning other training stations that could meet Chuck's training needs and abilities at present. Chuck could be consulted concerning his perceptions relative to what experiences he needs and what types of positions he might be interested in.

   The situation would have to be resolved by your locating a new training station that would be able to meet Chuck's needs. If such a training station were not immediately available, other arrangements (e.g., independent projects or temporary employment) would have to be made for Chuck until another position were found. Dropping Chuck from the co-op program should be avoided if at all possible. However, whatever action you take would depend on the specific state and local policies governing your program.

3. The problem is that Lois wants to transfer from the business office at her training station to the sales department. The reason for her change of plans seems to be that she wants to be with her good friend Karen. The proposed transfer constitutes a problem in that the sales job is not consistent with Lois's established career goals.

   Some additional information is needed from Lois. You need to be sure she understands the consequences of the transfer and that she really is interested in sales as a career. If your co-op program is strictly business and office, you need to be sure there is room for her in the distributive education program, if there is such a co-op program.

   The situation could be handled through counseling. If Lois is sincere in her desire to transfer to sales because of a career interest (and not just to be with Karen), and if the employer is willing and able to make the switch, the necessary transfer would have to be made on the basis of the specific state and local policies governing your program.

4. The problem is that Annette's work has been haphazard and incomplete. As a result, the supervisor has indicated that unless Annette is terminated, his service station will never again be available as a training station. The cause of the problem is evidently twofold: Annette lacks self-discipline, and the supervisor is not a stern disciplinarian.

   Since numerous conferences have already been held, there is probably no need for additional information.

   The situation could probably best be handled by terminating Annette from the training station since neither she nor the station is benefiting from the present arrangement. Annette could be kept in the co-op program and given projects to work on to help her gain self-discipline.

   After demonstrating an ability to exercise some self-discipline on project work, she could be placed in a training station where she would receive stronger supervision than in her first placement. If she failed to accomplish the goals of the projects, it might be advisable to drop her from the co-op program. Whatever action you take would depend on the specific state and local policies governing your program.

Level of Performance: Your written responses to the case situations should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Establishing and Applying Management Policies, pp. 6–9, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

While serving as a teacher-coordinator in an **actual teaching situation**,* manage the attendance, transfers, and terminations of co-op students.

As part of your duties as a teacher-coordinator, establish and apply policies for managing student attendance, transfers, and terminations. This will include—

- reviewing existing state and local policies concerning student attendance, transfers, and terminations
- developing, revising, or adapting coordination policies concerning student attendance, transfers, and terminations
- obtaining administrative approval for implementing policies
- applying coordination policies and procedures to any management problems that may arise

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., one to three weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review your documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 21–22.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in managing the attendance, transfers, and terminations of co-op students.

* For a defintion of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Manage the Attendance, Transfers, and Terminations of Co-op Students (J-2)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
The teacher-coordinator:	N/A	None	Poor	Fair	Good	Excellent
1. developed policies consistent with school or college policies and any existing state policies or guidelines	☐	☐	☐	☐	☐	☐
2. involved school or college administrators and employers in the development and/or approval of the management policies	☐	☐	☐	☐	☐	☐
3. developed coordination policies for handling:						
a. absenteeism from school	☐	☐	☐	☐	☐	☐
b. absenteeism from the training station	☐	☐	☐	☐	☐	☐
c. transferring students within a training station	☐	☐	☐	☐	☐	☐
d. transferring students from one training station to another	☐	☐	☐	☐	☐	☐
e. transferring students from the co-op program to another program	☐	☐	☐	☐	☐	☐
4. acquainted students, cooperating employers, and relevant others (e.g., parents of secondary students) with all policies developed	☐	☐	☐	☐	☐	☐
5. took appropriate action to enforce policies on absenteeism	☐	☐	☐	☐	☐	☐
6. controlled transfer of students in accordance with the developed policies	☐	☐	☐	☐	☐	☐
7. made every effort to terminate on-the-job training in a manner most advantageous to the student	☐	☐	☐	☐	☐	☐
8. notified all appropriate parties when necessary to terminate a student	☐	☐	☐	☐	☐	☐
9. completed and filed all necessary records and reports concerning transfer and termination proceedings	☐	☐	☐	☐	☐	☐
10. completed and filed all necessary records and reports concerning student absences	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance
- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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